



Believe Enjoy Succeed Together
 "I can do everything through God who gives me strength"
 Philippians 4:13

Cronton C.E. Primary School Reception Long Term Overview Suggested Themes for 2023

The 3 Prime areas and 4 Specific areas are continually re-visited to support and challenge children throughout the year.

Please note that our planning is fluid and is determined following careful observation and assessment regarding children's interests and needs. Themes may change according to this.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me Autumn Seasonal Changes Harvest	Cold as Ice Dinosaurs Christmas and The Nativity	Light and Dark Traditional Tales Winter Seasonal Changes	Spring has Sprung Nursery Rhymes and Rhyming Stories and Poems Spring Seasonal Changes Easter	All Creatures Great and Small Mini Beasts Road Safety	Sun, Sea and Beyond... Summer Seasonal Changes Seaside
Enrichment activities	Autumn walk Neonatal nurse visit Nurse visit Paramedic visit	Visit from Farmer Ollie and his tractor Firefighter link to Bonfire Night Safety	Winter walk	Spring walk	Police Officer link to Road safety Trip to Norton Priory	Grandparents - Holidays when they were young Summer walk
			Secret Reader			
Focus Weeks/Days	European Day of Languages Black History Week Anti-Bullying Week	Bonfire Night Divali	Chinese New Year	World Book Day and Reading Week (Tanzania) Link to Year 4 Geography unit Biomes and Climate Zones		
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.</p> <p>Enabling Environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others</p>					

<p>Possible Stories and Rhymes</p>	<p>The Family Book - Todd Parr Charlie's Checklist - Rory S Lerman All Kinds of People- Emma Dammon We're All Wonders - R J Palacio The Enormous Turnip The Little Red Hen The Big Book of Seasons - Collins Elmer - David McKee The Colour Monster - Anna Llenas</p>	<p>Harry and the Dinosaurs series Ian Whybrow Dinosaur Rumpus Dinosaur Roar Dear Dinosaur Big Book of Dinosaurs Dinosaur Munch The Snowy Night - Nick Butterworth Elmer in the Snow - David McKee Alfie's Christmas - Shirley Hughes</p>	<p>Goldilocks Little Red Riding Hood The Three Billy Goats Gruff Rumplestiltskin The Elves and the Shoe Maker The Frog Prince</p>	<p>This Little Piggy Jack and Jill Pat-a-Cake Doctor Foster Ring-A-Ring O'Roses Little Miss Muffet Mary Mary Quite Contrary Old Mother Hubbard Little Jack Horner Pussy Cat, Pussy Cat Oi Frog Oi Dog Oi Cat Oi Duck Billed Platypus The Easter Story</p>	<p>The Cautious Caterpillar - Twinkl Original Story The Very Hungry Caterpillar The Very Busy Spider The Bad Tempered Ladybird -Eric Carle Mad About Minibeasts - Giles Andreae The Trouble with Grandad - Babette Cole</p>	<p>Out and About -Shirley Hughes Lucy and Tom Go to the Seaside - Shirley Hughes Summer - Seasons Non-Fiction book Barry the Fish with Fingers - Sue Hendra Shark in the Park Shark in the Dark - Nick Sharratt Sharing a Shell - Julia Donaldson</p>
<p>Communication and Language</p>	<p>Listen to others in one-to-one or small groups, when conversation interests them. - child-initiated play Listens to familiar stories with increasing attention and recall. Story time and continuous provision areas Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Nursery rhymes</p>	<p>Is able to follow directions (if not intently focused). Daily routines Shows understanding of prepositions such as under, on, top, behind by carrying out an action or selecting correct picture - Link to mathematical vocabulary & Rosie's Walk Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Story time, new vocabulary from stories planned and revisited throughout the year Uses language to imagine and recreate roles and experiences in play situations. - Child-initiated play, role play and small world areas</p>	<p>Uses talk in pretending that objects stand for something else in their play e.g. This box is my castle. - Explanations of what they have planned/created in the junk modelling area. Understands questions such as who; why; when; where and how - Focus on questioning Links statements and sticks to a main theme or intention. Use new vocabulary through the day.</p>	<p>Listens and responds to ideas expressed by others in conversations or discussions. - carpet time, circle time, child-initiated play Develop their own narratives and explanations by connecting ideas and events. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Introduces a narrative or storyline into their play. Child-initiated play, role play and small world areas</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding - child-initiated play, carpet time, adult led activities Hold conversation when engaged in back-and-forth exchanges with their teachers and peers - child-initiated play, carpet time, adult led activities Develop knowledge of a range of vocabulary</p>	<p>Able to follow a story without pictures or props. - Story time - possibly introduce a chapter book. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from teachers - Children talk about a journey that they have been on. Photographs used as a prompt Continue to extend vocabulary</p>

<p>PSED</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p>	<p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</p> <p>Is more-able to manage their feelings and tolerate situations in which their wishes cannot be met.</p>	<p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen task</p> <p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>Work and play cooperatively and take turns with others</p> <p>Shows confidence in speaking to others about their own needs, wants, interest and opinions in familiar group</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves and sometimes with support</p>	<p>Shows sensitivity to their own and to others needs.</p> <p>Is able to regulate their behaviour according to their own and others' feelings.</p> <p>Shows independence, resilience and perseverance in the face of challenge</p>
<p>Physical Development</p> <p>Fine motor</p>	<p>Dough Disco</p> <p>Spooning, scooping, pouring</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole grasp</p> <p>Pencil grip</p>	<p>Dough Disco</p> <p>Threading</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.</p>	<p>Dough Disco</p> <p>Pincer grip focus with tweezers</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items, button clothing, cutting with scissors</p>	<p>Dough Disco</p> <p>Threading - hand stitching</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Copy a square. Begin to draw diagonal lines, like in a triangle. Start to colour inside the lines of a picture Start to draw pictures that are recognisable. Build things with smaller linking blocks. Draw a cross.</p>	<p>Dough Disco</p> <p>Scissor skills - Snip paper moving forward, use helping hand, cut straight lines, cut curved lines, cut circle, cut square, cut complex shapes</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle</p>	<p>Dough Disco</p> <p>Buttons and zips</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed.</p>

<p>Gross Motor</p> <p>P.E.</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Fundamentals Movement Games</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Gymnastics -including large equipment</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Exploring Small Equipment and ball skills</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Movement and Dance Parachute</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Athletics</p>	<p>Daily Squiggle Whilst you wiggle</p> <p>Multi Skills - Invasion and defending games</p>
<p>Mathematics Focus</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting Number bonds to 5. Explore the composition of number to 3.</p>		<p>Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects. Orders two or three items by length or height. Orders two items by weight or capacity. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Automatically recall number bonds for numbers 0-5 and some to 10. Estimates how many objects they can see and checks by counting them. Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. Explore the composition of number to 10.</p>		<p>Recognises numerals 1 to 20. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Automatically recall number bonds for numbers 0-5 and some to 10. In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing. Explore the composition of number to 10 and beyond.</p>	
<p>Phonics RWI</p> <p>Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words, Ditty sheets, Red Ditty Books and</p>	<p>Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally</p>	<p>Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily</p>	<p>Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4</p>	<p>Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words</p>	<p>Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>	<p>Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers</p>

working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning is a guide)	Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read 3-sound nonsense words Spell using Fred Fingers	Spell using Fred Fingers		
PSED	Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking	Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.	Is proactive in seeking adult support and able to articulate their wants and needs Has a clear idea about what they want to do in their play and how they want to go about it. Shows confidence in choosing resources and perseverance in carrying out a chosen task Is aware of behavioural expectations and sensitive to ideas of justice and fairness	Work and play cooperatively and take turns with others Shows confidence in speaking to others about their own needs, wants, interest and opinions in familiar group Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people.	Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves and sometimes with support	Shows sensitivity to their own and to others needs. Is able to regulate their behaviour according to their own and others' feelings. Shows independence, resilience and perseverance in the face of challenge
Jigsaw	Jigsaw - Being Me in my World	Jigsaw - Celebrating Difference	Jigsaw - Dream and Goals	Jigsaw - Healthy Me	Jigsaw - Relationships	Jigsaw - Changing Me
R.E.	I Am Special Harvest	Prayer Christmas	Special Places	Special Times Easter	Friendship Special People	Stories Jesus heard Stories Jesus Told
Understanding the World Science focus	Past and Present Remembers and talks about significant events in their own experience - Family photo, baby photo,	Past and Present Dinosaur enhancements in provision	Past and Present Chronology - Special times in my life place events in chronological order	Past and Present Listening to stories and placing events in chronological order Long	Past and Present People from the past - family tree People, cultures and communities	Past and Present Family holidays Looking at holidays in the past through stories - Shirley Hughes

<p>Geography focus</p> <p>History focus</p> <p>RE focus</p>	<p>where I was born, how I've changed</p> <p>People, cultures and communities</p> <p>Talk about members of their immediate family and community - draw pictures of themselves and family members</p> <p>Name and describe people who are familiar to them - invite familiar people in to talk to the children e.g. nurses/doctors/police etc</p> <p>Natural World</p> <p>Talk about and become familiar with school address including road name, village, town, nearest city etc</p> <p>Make observations of animals and plants and explain why some things occur, and talks about changes - Pick apples from the tree and use them to make apple crumble</p>	<p>People, cultures and communities</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Diwali - Indian food Diwali feast</p> <p>Christmas</p> <p>Natural World</p> <p>Make observations of animals and plants and explain why some things occur, and talks about changes - Pumpkin soup</p> <p>Revisit nocturnal animals Animals that hibernate</p> <p>Describe what they see, hear and feel whilst outside</p> <p>Weather, temperature, ice e.g. cold, freezing, frozen, hard, slippery, shiny, melt ...</p>	<p>link to RE</p> <p>People, cultures and communities</p> <p>Chinese New Year - How is it celebrated?</p> <p>Talking about different religions and places of worship and making comparisons between own religion and others</p> <p>Natural World</p> <p>Understand some important processes and changes in the natural world around them - Shadows - Smoot the Rebellious shadow</p> <p>Light and dark Shadow puppets</p> <p>Draw simple maps e.g. of classroom, outdoor area etc link to Goldilocks and the Three Bears</p> <p>Explore the natural world around them - Ice melting, floating and sinking</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Observe / talk about changing ☐ seasons ... changes in winter ... temperature, change, hibernation, ice, snow, darker, colder, freezing</p>	<p>ago - how times have changed</p> <p>People, cultures and communities</p> <p>Easter - Our families traditions</p> <p>Natural World</p> <p>Explore the natural world around them</p> <p>Observe life cycles e.g. chick to hen, frogspawn to frog etc</p> <p>Describe what they see, hear and feel whilst outside</p> <p>New life e.g. grow, change, shoots, buds, blossom, flowers ...</p> <p>Understand the effect of changing seasons on the natural world around them - Winter into Spring</p> <p>Observe / talk about changing seasons ... changes in spring ... temperature, change, warmer, lighter, growth, sun, baby animals</p>	<p>Police officer visit to talk about road safety</p> <p>Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants - Minibeast hunt, Minibeast habitats, observational drawings and small world exploration</p> <p>Compare minibeasts in our local environment with minibeasts found in the jungle</p> <p>Know some similarities and differences between the natural world around them and contrasting environments. - Bug hotel: what do we need to include for each minibeast? Minibeast map of school grounds</p>	<p>People, cultures and communities</p> <p>Transition - Moving on to Year One - meeting my new teacher</p> <p>Begin to draw information from simple maps - introduce ch to a variety of maps in preparation for KS1 - follow aerial map to find an object</p> <p>Look at aerial views of school and local community</p> <p>Ch make their own maps of our outdoor area</p> <p>Explore where we live on a map / globe and compare with places the children have visited on holiday</p>
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Computing	Busy Bodies (linked to theme of ourselves) Digital literacy		Springtime Computer science		Summer fun Information technology	
Expressive Arts and Design	<p>Creating with materials Skill - Printing Autumn Leaves</p> <p>Being Imaginative and Expressive Skill - Drawing Self Portraits Family Skill - Colour mixing Link to Painting in KSI</p> <p>Dolls house small world</p> <p>Charanga - Me Children will have opportunities to find the pulse and high and low sounds</p>	<p>Creating with materials Skill - Drawing and collage Divali - Rangoli patterns & Diva lamps</p> <p>Remembrance Day - Make a poppy - collage/loose parts art</p> <p>Being Imaginative and Expressive Skill - Observational drawing Pumpkins & other seasonal vegetables Focus Artist - Arcimboldo</p> <p>Dinosaur small world</p> <p>Charanga - My stories Find the pulse. Copy clap and rhythm. Explore high and low pitch. Invent a pattern.</p>	<p>Creating with materials Skill - Making a shadow puppet - Bear</p> <p>Being Imaginative and Expressive Skill - Drawing Drawing maps - Goldilocks</p> <p>Goldilocks & Little Red Riding Hood small world</p> <p>Charanga - Everyone Invent ways to find the pulse. Explore high and low pitch. Use the starting note to explore melodic patterns</p>	<p>Creating with materials Skill - Sewing Easter Egg Sewing Card Link to Year 3 Textiles and Sewing Link to Year 6 Puppets</p> <p>Easter Basket</p> <p>Being Imaginative and Expressive Skill - Observational drawing using pastel crayons Spring flowers</p> <p>Nursery rhyme spoons</p> <p>Charanga - Our World Find the pulse and showcase. Copy clap and rhythms. Explore high and low pitch. Use the starting note to explore melodic patterns</p>	<p>Creating with materials Skill - Model making Minibeasts</p> <p>Being Imaginative and Expressive Skill - Observational drawing Minibeasts</p> <p>Minibeasts small world</p> <p>Charanga - Big Bear Funk Find a pulse. Copy clap 3/4 words from the song. Keep the beat of a song with a pitch note. Add pitch notes. Enjoy patterns using combination of 3 notes</p>	<p>Creating with materials Skill- Collage Transient art using objects from summer walk</p> <p>Being Imaginative and Expressive Skill - Painting Seaside pictures using watercolours Focus artist - Olivia Pilling (local artist)</p> <p>Seaside small world</p> <p>Charanga - Reflect, rewind and play Consolidate learning and contextualise the history of music</p>
Music Charanga	<p>Mel - explore: growing, homes, colour, toys, how I look</p>	<p>My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time</p>	<p>Everyone1 - explore: family, friends, people and music from around the world</p>	<p>Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Big Bear Funk - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments</p>	<p>Reflect, Rewind and Replay Consolidation of learning and contextualising the history of music.</p>